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ABSTRACT

This annotated bibliography cites journal articles, research, and excerpts from books which treat early childhood education in Yugoslavia. All materials listed were published in the 1970's, with the exception of one article dated 1967. The listing is alphabetical by author. Among the materials annotated are the following: (1) Conforming the Educational Impact of Family and Preschool Institution; (2) From the History of Preschool Institutions; (3) Social Aspects of Child Care in Belgrade Nurseries; (4) The Basic Problems of Kindergartens as Educational Institutions; (5) Educational Work with Children in Nursery Schools; (6) Standards for the Planning, Construction, and Equipping of Preschools; (7) Results of Research on the Intelligence Quotient of Children in Belgrade Nursery Schools; (8) The Physical Development of Children in the Belgrade Nursery Schools; (9) Organizational Ties and the Relationship Between Preschool and Elementary School; (10) Vasco Pelgic on Kindergartens; (11) Conclusions of the Association of Preschool Institutions of Croatia; and (12) Law on Preschool Education. (Author/RM)

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EARLY CHILDHOOD EDUCATION IN YUGOSLAVIA

A Special Issue of

SELECTED BIBLIOGRAPHY OF YUGOSLAV EDUCATIONAL MATERIALS

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EARLY CHILDHOOD EDUCATION IN YUGOSLAVIA

1. BELAŠEVIĆ, Bosiljka and PRODANOVIĆ, Ljubica: Jedinstvo vaspitnog uticaja porodice i predškolske ustanove (Conforming the Educational Impact of Family and Preschool Institution), *Predškolsko dete*, Zagreb, 1967, pp. 33—36.

In preschool institutions every effort is made to impart the basic habits of hygiene, culture and work in the children; this is not always the case in the family. It is known that children love to play with water, and the use of soap is preasant to them because it creates bubbles and suds. They also enjoy using towels which hang beneath pictures that they have drawn. This positive relationship of the children to water should be used to instil the basic hygienic habits in them such as cleanliness and order. It is not uncommon for a child, no matter how he is dressed, to refuse to go to kindergarten with a dirty shirt or soiled trousers if he sees other tidy children. This embarrassment of children to appear in such way in front of their friends should be set to use so that they also pay more attention to themselves at home. The desire itself to be more tidy will influence them to pay more attention and take better care of themselves, but it should not be exaggerated to the extent that it affects their play and movement. In the formation of cultural habits, parents make the greatest effort to ensure that their children do not embarrass them in front of others. These are the most difficult habits for children to acquire because the children do not understand why the habits are necessary. An effort should be made to see that the children acquire these habits by observing adults without the necessity of always explaining why something is done as it is. In this period children are most anxious to imitate older people in actions and speech. In preschool institutions children learn order by observing the instructor. Parents and other family members should follow up the instructors' efforts. In relationships between older people and younger people it is a rule that the younger always thank or appologize to their elders and not the other way around. When children swear and curse they alone are judged guilty and not the parents from whom they most frequently hear the expressions in the first place. There is only one way out — parents and teachers must combine

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their efforts and be conscious that at every moment children are observing them and acting accordingly. Work habits are equally as important as other habits in the life of a child. The family's impact on them is paid the least attention. The teaching of work habits should begin before a child enters school, and this activity should later be expanded within the limits of the child's capabilities. A child's learning to pick up his toys after he has finished playing with them is a basic habit which is closely related to his satisfaction from playing with the toys. A child loves to be the one responsible for setting and cleaning up the dining table. A child loves to help wash and dry the dishes. A child loves to imitate adults, and accordingly the outcome is often more harmful than beneficial because the child is frequently unjustly taxed beyond his capabilities. Here too the patience of parents and their instruction and support by thanking the child should never be disregarded. There should be no difference between sexes although some parents cannot accept that their son appears as a "mother's boy". To get the greatest uniformity in the impact of family and preschool institution in the upbringing of children, the educators must take the initiative in their hands; the preschools and social workers must call upon parents to cooperate and count upon their experience, will and desire to bring up their children properly. Work with parents must be an integral part of the work of the educator.

2. ĆAMILOVA, Trajana: Iz istorije predškolskih ustanova (From the History of Preschool Institutions), *Predškolsko dete*, Beograd, 1972, No. 4, pp. 396—399.

Even before the appearance of kindergartens in Macedonia there were various improvised forms for the care and upbringing of children of preschool age. The concern for children and preschools is closely related to the history of the struggle for women's rights in education and their emancipation. Influenced by the progressive educational ideas of the West and Russia, Slavka Dimkova, a teacher, founded the first kindergarten in Salonika in the 1860s. She translated several studies from that field and had them published in the Carigrad newspaper "Makedonija" of those times. In the second half of the 18th Century, a large number of children's institutions were opened in monasteries and private houses. These were private institutions where small girls obtained their first basic education which was necessary for life. These institutions were run by women. In the second half of the 19th Century, improvised institutions known as "dečja čuvališta" (child care

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centers) for preschool-age children were opened during the seasons when work was being done in the fields. The children were watched over by elderly working-class women. The first kindergarten in Macedonia was opened in Prilep in the 1860s. In the reformed school of the 1870s, the possibility of holding kindergarten within the elementary school was provided by law. The bylaws for kindergartens contained 23 articles which set forth the conditions and requirements for work in these institutions, which were to accept children of both sexes of ages 2—7. Along with religious instruction, reading and writing, the training included practical aspects in line with the children's abilities. The children were also taught handiwork, singing and moral exercises. The classes of moral exercises were to be no longer than 10—15 minutes and were always to be accompanied by physical exercise. The bylaws also covered the location and type of school building, teaching staff, health care, financing and the general regulations for life and work in these institutions. Kindergartens were to be held in single-story buildings and were to have sufficient space per child to accomodate health requirements. The classrooms had to be accompanied by a terrace where the children could play and eat lunch. The law required that women working in the kindergartens be over 20 years old, of proven moral character and with educational training. To provide this training for work with preschool children, secondary boarding schools for girls were opened in Skoplje and Salonika in the eighth decade of the last century. These used the Frebel method which included training in general educational subjects.

3. GRAOR, Ž., LUKIĆ, D.: Društveni aspekti zaštite dece u jaslama Beograda (Social Aspects of Child Care in Belgrade Nurseries) *Predškolsko dete*, Beograd, 1972, No. 4, pp. 303—306.

In Belgrade there is an ever-larger number of employed women (in some industrial enterprises the ratio of women to total employed is as high as 75%), and many of them have children. This has caused a growing problem in that the mothers must have institutions with proper supervision in which to place their children while they are working. The present capacity of Belgrade nurseries is highly inadequate. Research on parents' needs to place children in nurseries, carried out by the Institute for Social Research, revealed that 33.8% of parents have difficulty in getting their children placed in nurseries, and only 8% of all children of ages 0—3 attend nurseries. It was established in the above-mentioned survey: that by far the greatest number of parents whose children attend these

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nurseries are employed; that for every two children enrolled there is one child on the waiting list; that the demand for enrollment increases in inverse proportion to age; that the locational distribution of the nurseries is unsatisfactory, as only 41.5% of the children are in nurseries that are within 500 meters of their homes; that parents with higher training or education have better housing conditions (55% have apartments with proper conveniences). When examining the nursery situation in light of the Social Resolutions on the Welfare of Children of Ages 0—3, it can be concluded that: a uniform list of priorities for receiving children in nurseries must be drawn up not only on the basis of parential employment, but also on the basis of the financial standing, health conditions, size of apartment and the ability of the parents to support their children and accordingly public control must be established over the enrollment of children in nurseries; the scale for reimbursing parents should be revised to take into account the rising cost of living and the average wage in the city; the possibility should be studied and an appeal made to the work organizations that mothers with children of ages 0—3 be allowed to work in morning shifts; the possibility should be studied of organizing child care in the nurseries in shifts. Before new institutions for children are constructed account must be taken of the needs of parents in individual sections of the city to place their children in nurseries. Builders should be required to provide facilities for child care in all new housing constructions.

4. KAMENOV, Emil: Osnovni problemi dečjih vrtića u SAPV kao vaspitno-obrazovnih ustanova (The Basic Problems of Kindergartens as Educational Institutions in the Socialist Autonomous Region of Vojvodina), *Pedagoška stvarnost*, Novi Sad, 1971, No. 1, pp. 46—51.

After years of neglect in relation to other levels and fields of education, preschool education has recently made a name for itself in Yugoslav society through the expansion of the network of preschool institutions, and through experts paying increasing attention to the underlying problems so as to make advances in every aspect. This effort is especially being noted in Vojvodina where preschool education has a long tradition and the percentage of children it covers is considerably above the Yugoslav average. As the local communities invest larger amounts of funds in expanding the network of preschool institutions, problems are arising whose solutions are not automatically tied to the investment of money in preschool education. These are mainly problems connected with establishing

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the basic activities of the kindergarten — upbringing and education. In Pokrajina almost all teaching staff are professionally qualified, so that the first section of Article 10 of the Law on Kindergartens, which states that teachers can only be those who have completed a teachers' school, is almost fully complied with. The situation is different with the school nurses. This job is carried out primarily by women who do not have any training; many of them have not even completed elementary school. Since they are in constant contact with the children the consequences can be detrimental. It has been proposed that they be replaced by pediatrical nurses with secondary school training. This would certainly be more acceptable than the situation found in the Novi Sad institution "Radosno detinjstvo" where credit for secondary school training is given to the school nurses on the basis of the length of time they have worked.

A special problem is the training of administration personnel. The Law explicitly states that they must fulfill the same conditions required of teachers i.e. they must have passed a professional examination and must have organizational and other apptitudes. It is a fact that the educationist and the psychologist are a great rarity in the preschools of Vojvodina, while in Serbia, and especially in Belgrade, their presence is normal.

Due mainly to financing from the Fund for Direct Child Support, the furnishing and equipping of preschools has somewhat improved, especially in the cities, although the situation is still far from satisfactory. A serious hindrance to the development of both theory and practice in preschool education is the poor training that many of the teachers have received for their jobs. The request has ever more frequently been made by organizations such as the Educational Society of Vojvodina and the Department of Education of the School of Liberal Arts of Belgrade University that the schooling of preschool teachers be raised to the university level. The conditions for self-education by these teachers are very unsatisfactory because the literature in the field of preschool education is very scarce and incomplete; the existing forms of in-service training are also poor and do not involve a complete system. The Educational Institute of Novi Sad regularly organizes seminars at which lectures are given by the country's most eminent experts, but this is insufficient if it neglects the permanent in-service training of the teachers within the institutions themselves.

Determining the place and function of the preschool institutions frequently represents a special problem. Although the Law on Kindergartens clearly denotes that kinder-

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gartens are institutions for education, there is a tendency to emphasize the social aspect of the preschools at the expense of the educational function. This is the result of certain vaguenesses in the Law on Direct Child Support which, without mentioning their educational function, lists kindergartens in the same column as school cafeterias, all-day care in elementary schools, etc. Greater involvement of the Institute for the Advancement of General and Vocational Education would contribute to the advancement of preschool education. More funds must also be made available for research work, which was nonexistent in this field until only recently. More intensive research along with the complete cooperation of experts from the Schools of Liberal Arts in Belgrade and Novi Sad would contribute to works being written and published in this field in which studies are presently rare and usually inadequate. Works should also be translated and published which are written by authors from those countries which are far more advanced than Yugoslavia in the study and solution of problems in the area of preschool education. Contributing to this will be the iniciative of the Association of Preschool Institutions of Vojvodina to start up a journal. Research should encompass the central problems of preschool education and determine its goals, methods, contents and the means for teaching children in kindergarten. The connection of the kindergarten with family and elementary school merits special attention. The rich cultural heritage of preschool education in Vojvodina should also be studied. The problem of remuneration in accordance with work performed should be resolved by self-management agreement (samoupravni dogovor); because there is so much distortion, preschool teachers do not always find themselves in the same position as other public service workers even though they may have the same qualifications.

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5. LEVIČNIK, Irena: Vaspitni rad sa decom u jaslima Slovenije (Educational Work with Children in the Nursery Schools of Slovenia), *Predškolsko dete*, Beograd, 1972, No. 4. pp. 318—321.

There are 3,589 children of ages 3 or older in Slovenian nursery schools. In recent years the number of children younger than 3 years old has increased considerably. These institutions are financed by the associations of elementary education, while the offices of health and education are in charge of their administration. These children are generally kept in the same buildings where older children attend classes. Placing these nursery schools under the authority of the Institute for Welfare and Education has created in them an educational atmosphere, has placed

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them within the system of financing education, and has thereby been a great assistance to parents. When the number of children who needed care in nursery schools began to rise abruptly several years ago, it became evident that a concept about the care and education of small children was nonexistent. Children were already being placed in various institutions when it became noticeable that a hospital-like atmosphere was unintentionally being created and the children were beginning to behave more like they were sick than healthy. Using the experience of others, primarily of the Institute for the Care and Education of Small Children of Budapest, it was decided to reorganize the nursery schools. Work with children younger than 3 years old was based on two assumptions: the conditions in the institution should approximate as closely as possible the living conditions in the family, meaning that the children should be treated as healthy children who live in a warm emotional atmosphere; the care and education of a child should bring about an optimal overall development in step with the child's development potential. Since there are a large number of care-and-education institutions in Slovenia which have classes for children younger than 3 years old, and since all problems could not simultaneously be solved in all these institutions, attention was concentrated on the institution which was to become the main center. Key questions which had to be solved were: 1) How to form classes for children, how to arrange their transfer from class to class and how to divide the nurses among those classes. 2) How to set up a daily schedule in the classes, because the children arrived and departed at different times. 3) Where and in what way should the children be allowed to move about taking into account health and hygienic requirements, and what should be the role of the nurses. 4) How to conceive, organize and carry out the care and feeding of the children so as to achieve their maximum activity and at the same time create an emotional bond between each child and the nurse while not allowing the other children to get bored waiting around. 5) How to maintain contact with parents in order to create the necessary harmony between institution and family in the procedure. Work with parents is now being given great attention, and the most attention is given to parents of new children. Despite good results, many important questions have not yet been solved. Among unsolved questions are: How to organize the stay of children in the fresh air during late autumn, winter and early spring; How to observe the development of the children so that attention given can have a practical impact. The most important questions which have not been solved are related to the professional staff.

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6. *Normativi za planiranje, izgradnju i opremanje predškolskih ustanova* (Standards for the Planning, Construction and Equipping of Preschools). Beograd, Beogradska zajednica obrazovanja i Gradski fond za neposrednu dečju zaštitu, 1972, p. 71.

At the initiative of the Belgrade Association of Education and the City Fund for Direct Child Support, standards have been drawn up for the planning, construction and equipping of preschools. One group of experts from specialized departments of the Belgrade Association of Education prepared a draft version of the Standards which was then given to special consultants for their opinion. The suggestions of these consultants*) were introduced into the draft and it was then submitted for public discussion. The comments from public discussion were incorporated and a final text of the Standards for the Planning, Construction and Equipping of Preschools was prepared. This text was approved by the Belgrade Assembly at its sessions of March 29 and 30 and April 13, 1972. According to Art. 2 of the Decision**) by which the Standards were approved, all future "planning, programming, designing, construction and equipping of preschool institutions (nursery schools and kindergartens) in the City of Belgrade is to be carried out on the basis of these Standards". Institutions which deal with the problems of organizing preschool institutions should use these standards as a uniform basis for their work in developing criteria in the fields of planning, construction and equipping. The text of the Standards has 4 chapters. The Introduction (the first chapter) desribes the requirements and needs which served as a basis for drawing up the Standards (Sec. 1) while Sec. 2 of this chapter discusses the role and tasks of preschool institutions. It states that "preschool institutions encompass children 3 years of age or younger (nursery schools) and children from 4—7 years of age i.e. until they enter elementary school". The goals and tasks of preschool institutions are the following: "the complete concern and health care of children while they are in the institution; the educational process; leisure activities and cultural activities". Chapter II is titled "Planning the Network of Preschool Institutions" and contains 7 sections. In Sec. 1 "Orgazation of the Structure of Preschool Institutions" it states that preschool institutions can be: a) combined — for all children up to age 7, b) nursery schools — for children age 3 or younger, and c) kindergartens — for children of ages 4—7. Sec. 2 of chapter II is titled "The Total Population of Children of Preschool

*) In the group of special consultants there were: 5 architects, 2 educationists, 2 health workers (1 children's doctor and one nurse), 2 principals and 1 teacher from preschool institutions.

**) This Decision was published in Službeni list, Beograd, No. 11, 1972.

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Age and the Number Enrolled in Preschool Institutions". While there are strong variations in population movements, especially in the population of children through age 7, an approximate estimation of this population must nevertheless be made for planning purposes. From analyses of Yugoslav and world statistics, it is judged that a growth rate of about 1.5% can be expected for each year-group of the preschool population. Although the coverage of children in preschool institutions also varies strongly because it depends on various factors, it can realistically be expected that in Belgrade, at least in the foreseeable future, about 25% of the total population of children age 3 or younger, and about 35% of the children of ages 4—7 can be expected to be encompassed by preschool institutions. Sec. 3 discusses the size and structure of teaching groups. Ten children has been deemed the optimal size group for children age 3 or younger. If necessary, [illegible]groups can be formed within each group as is shown in Table 1.

The optimal group size for children of ages 4—7 is 20 children on average. Groups of children age 3—4 should be no larger than 20, while the groups of older children (4—7 years old) should not exceed 28 children. The ideal personnel structure should be, as stated in Sec. 4, Chapter II, 10% administration, 60% teachers and nurses, and 30% technical assistants. Sec. 5 of the 2nd chapter describes elements which should determine the capacity of the preschool institutions. They are: size of gravitational area (the optimum being a population of 6 to 10,000), the number of children and the size and structure of the teaching group. In Belgrade the capacity of preschool institutions can be rationally organized. The institutions should contain from 24 to 48 teaching groups, with 36 groups being considered the optimum. Table T-4, page 15 of the pamphlet, shows the number of institutions a given gravitational area should have. A gravitational area with a population of 2—14,000 need have only 1 preschool institution; an area of 16—28,000 population should have two institutions; an area of 30—40,000 should have 3, while an area of 42—50.000 population should have 4 institutions.

"The Capacity and Number of Buildings" is the title of Sec. 6, while Sec. 7, titled "The Number and Size of Locations", states that there should be 30 m^2 per child computed on the basis of a maximum number of children per group. Chapter III (pp. 19-28) is titled "The Construction of Preschool Institutions". It precisely defines and establishes all conditions which must be strictly followed in planning the construction of preschool institutions. This Chapter has the following sections: 1) Location (macro and microlocation) and selection of land; 2) The Grounds of Preschool Institutions (size and arrangement of school

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10 CHILDREN 1 Group	1 group 0—36 months	1 subgroup 0—24 months 1 subgroup 24—36 months
20 CHILDREN 2 Groups	1 group 3—24 months	1 subgroup 3—16 months
	1 group 24—36 months	1 subgroup 16—24 months
40 CHILDREN 4 Groups	1 group 3—16 months	1 subgroup 3—8 months
	1 group 16—24 months	1 subgroup 9—16 months
	2 groups 24—36 months	
60 CHILDREN 6 Groups	1 group 3—8 months	1 subgroup 9—16 months
	1 group 8—24 months	1 subgroup 16—24 months
	1 group 16—24 months	
	3 groups 24—36 months	
80 CHILDREN 8 Groups	1 group 3—8 months	
	1 group 9—16 months	
	2 groups 16—24 months	
	4 groups 24—36 months	

grounds) and 3) School Buildings. In the introductory part of Section 3 it states that the "school buildings and grounds should be adapted to the age of children and should sa-

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tisfy all health, psychological and educational requirements". It then mentions that "group rooms should face south, and by rule the school buildings should be single-story". Subsection 3.3 defines requirements of the school grounds. Sub-subsection 3.3.1 covers size, 3.3.2 covers structure and 3.3.3 covers the organization of space. Denotations within encompass spaces designated for the all day care of children including: group rooms for children ages 4—7 and group rooms for children age 3 or younger; gymnasiums for physical exercise; coatrooms for children; toilet facilities for children. Denotation 3.3.4.2 describes space used for other purposes: staff rooms; reception rooms; sickrooms; kitchens; washrooms; heating facilities; coatrooms and restrooms for staff. Section 3 also covers communications in preschool institutions including hallways, entrances and stairways, stresses that in the construction of these schools materials and designs should be used which are both "functional in installation and economic in later maintenance". Section 3 also covers installations and appliances in the buildings such as lighting, heating, ventilation, water supply and sewage disposal, accoustics, radio and television installations, etc., and contains a table of standards for space in preschool institutions.

"Equipment of Preschool Institutions" is the title of Chapter IV (pp. 29—66). Section 1 of this Chapter states that the equipment must harmonize with the psychological and physical development of the children, and must be suitable for the proper care, development and carrying out of educational tasks. The type and amount of equipment depend upon the use of the space for which it is designated, and the number of users. This section also contains illustrations of possible arrangements for various rooms which are in accordance with the Standards. Section 2 is titled Units of Equipment and describes all types of furniture which should "correspond to the age of the children, be of simple design, sufficiently sturdy, of suitable quality, easily moveable, of attractive design and warm colors, sharp corners and edges on which children could hurt themselves should be avoided". This section contains sketches of all furniture for various rooms in a preschool institution. Dimensions corresponding to the age of the children accompany each sketch.

Prominent Means for the Educational Work and Play of Children is the title of Chapter 4, Section 3. It pays special attention to toys for children age 3 or younger, since this age represents the beginning phase in the social adaptation of children in which the first forms of children's play appear. In designing these toys, account should be taken of the specal psychophysical development characteristics of children of this age. Separate styles of toys should be

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developed for children 12 months old or younger, for children aged 1—2, and for children aged 2—3 years. To achieve educational goals in work with kindergarten children (ages 4—7) the Standards recommend that planners "do not stick exclusively to any one scientific classification of educational means", but that implements for this age-group of children be divided into 4 basic groups: decorative implements, equipment for physical exercise, audio-visual aids and toys. A detailed list and description is given for each of the above-mentioned groups. Section 4 of this Chapter discusses utensils (for meals and kitchen) and various other items (textiles, medicines, etc.) which are necessary for carrying on work properly in a modern preschool institution. At the und there is a list of all persons who participated in drawing up the Standards, and a list of names of the group of special consultants.

7. PEROVIĆ, N., MILOSAVLJEVIĆ, Lj.: Rezultati ispitivanja kvocijenta dece u jaslama Beograda (Results of Research on the IQ of Children in Belgrade Nursery Schools), *Predškolsko dete*, Beograd, 1972, No. 4, pp. 307—309.

This survey encompassed 300 children or 10% of all nursery school children. The aim of the study was to determine whether sufficient care was given in nursery schools to positive factors for normal psychomotor development of children, i.e. do they adequately stimulate this development. This was a preliminary study which had the purpose of opening the way to further investigations in this direction. The group of children studied were of ages 6 months to 3 years. Most attention was given to the group of children whose IQ ranged between 90 and 110. To simplify the analysis this group of average children was divided into two subgroups — children with IQs of 90—99, and children with IQs of 100—110. Attention was then focussed on the group of children with IQs of 90—100 for the following reasons: 1) an alarming percentage of children were in this group (27.5%); 2) the wish to study the causes of this in the nursery schools; 3) the need to better stimulate these children to work; 4) these children would later be a problem in the schools if the nursery schools did not pay them greater attention. The analysis showed that 27.5% of these children had IQs below 100. Of the total number of children tested, 56.5% had IQs of 100—110, 5% had IQs above 110 and 4.5% had IQs of 70—90. A more detailed analysis showed that the group of children aged 2—3 was the least handicapped in respect to IQ (63% were above 100; 22.5% had IQs of 90—100. However, with the younger children, there was an increase in the percentage with IQs below 100, which shows that these child-

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ren were the least stimulated. Relating IQ to the length of stay in nursery school also gave alarming results. Of the children who had spent 1—2 years in the nursery schools (the largest group) 30% had IQs lower than 100. The analysis of data on the physical stature of the children showed much more favorable results. Only 8% of the children were underfed, while 35% were fed better than average. This is one more confirmation that the psychological and intellectual development of children in nursery schools is paid much less attention than the physical aspect. The analysis of data on the qualifications of parents did not on this occasion reveal anything of significance, but the data on housing showed that of the group of children whose parents did not have an apartment, 43% had IQs of less than 100.

8. POP-JORDANOV, Lj., DIMITRIJEVIĆ, S. and others: Stanje fizičkog razvoja dece u jaslama Beograda (The Physical Development of Children in the Belgrade Nursery Schools), *Predškolsko dete*, Beograd, 1972, No. pp. 310—313.

The survey covered 10% of all children in Belgrade nursery schools. Body weight was the only factor taken to measure the physical development of the children. Although the purpose of the survey was to establish the influence of the collective environment of the nursery school on the psychophysical development of the children, it was noted that the time spent in the nursery school can have an effect on the physical stature of children. During the research it was noted that the children were well fed when they entered the nursery schools. It was the task of the schools to maintain this good body weight. It was revealed that at the moment of enrollment 8% were below 85% of average body weight, while at the moment of testing only 2.3% were below this level. Of the 24 underfed children, 11 (45%) weighed less than 3 kilograms at birth, and 16 of these children came from families where the mother was unskilled, semiskilled or with low vocational training. In regard to housing, 18 children (75%) lived in places without full conveniences, or did not have any apartment. During the month when the research was carried out, 31% of the children were absent due to sickness, but only 15 of the children were sick for longer than 15 days. The remaining children were sick for shorter periods of time so this had no impact on their physical development. Since the stay in nursery school can last for a longer period of time (for example, 65% of the children have attended a nursery school for between 6 months and 3 years) a more lengthy observation of the physical development is necessary and would give valuable data on the impact of the collective

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on children of the youngest age group. During the survey it was noted that much data which could be of benefit in estimating the physical stature and health of children does not exist in the records kept by the nursery schools. Health supervision and concern about the physical condition of children in nursery schools is carried out by the children's dispensary. Systematic examinations are mainly given in the children's dispensary, and for this reason the records of the nursery schools do not contain data which would be useful in observing the physical development of the children.

9. RUDEŽ, Ankica: Organizaciona povezanost i medusobni odnos predškolske ustanove i osnovne škole (Organizational Ties and the Relationship between Preschool and Elementary School), *Predškolsko dete*, Beograd, 1972, No. 4. pp. 370—380.

There have been both positive and negative aspects in the past and present relationship and process of integration of elementary school and preschool in Croatia. In most cases the tie between kindergarten and elementary school has been simple, exclusively organizational, administrative, and not a complex bond. The actual standing of the kindergarten within the elementary school does not depend solely on the understanding, good will and efforts of the principal and other staff members of the school, it depends to a great extent on the teachers and nurses who work in the kindergarten and above all on the quality of their educational work with the children. The position of the kindergarten in the elementary school has improved considerably, especially in some areas of Croatia (the regions of Osijek, Rijeka, the islands of Brač, Hvar and Korčula and the Greater Zagreb Region) where the kindergarten has truly reached a respectable position within the elementary school, including holding a special section in the statutes and other bylaws of the elementary school. The same principles and criteria are used in financing the kindergarten as are used to finance any other department of the elementary school, and the salaries of the teachers are based on the same elements as is used for the teachers of the lower grades of elementary school. The kindergarten teachers are actively included in the administrative bodies. The work and problems of the kindergartens are discussed at sessions of the teachers' council. Cooperation between elementary school teacher and kindergarten teacher is becoming increasingly close, and this is undoubtably the most important aspect of the development of good relationships between elementary school and kindergarten. The problems in these relationships is not so much organizational as educational. Experience has shown that the elementary school principal and many

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of the school pedagogues are rarely closely acquainted with the specifics of preschool education, so that their role as educational administrators of the kindergarten within the elementary school is minimal, and their influence on the work of educating preschool children is very small. The kindergarten teacher is, in fact, alone in his job, and in his work with the children he carries out only the basics; leisure time is not sufficiently used to impart an organizational and permanent educational influence on the children. Without doubt, kindergartens play an important part in preparing children for elementary school, because in their overall work they advance the child's development and increase his interest in school. They do not give a child only a narrow training or simply groom them for beginning reading, writing and arithmetic. The problem of continuity between preschool education and elementary school is increasingly being explained as also being a problem of organizing the methods of educational work with children. Cooperation between kindergarten teacher and elementary school teacher is still very limited in this area. Experience in the preschools and some elementary schools in Croatia has confirmed that continuity in the education of children is necessary from the earliest age. It is possible to attain this continuity because kindergarten and elementary school are the closest of educational institutions, although they naturally also have their differences because they deal with children of different mental and physical growth. The kindergarten and elementary school must therefore realize that their goals and tasks are complementary (not identical) and are thus carried out in different ways in harmony with the growth of the children. In brief, where the kindergarten leaves off, the elementary school begins, although at this point there is all too frequently an interruption. Efforts must therefore be made to bring the kindergarten and the elementary school closer together educationally, regardless of whether the kindergarten is actually within the framework of the elementary school or is an autonomous institution, because the organizational structure is not an overriding factor in achieving the esential cooperation.

10. VUKOVIĆ, Rade: Vaso Pelagić o dečjim zabavištima (Vaso Pelagić on Kindergartens). *Predškolsko dete*, Beograd, 1972, No. 4, pp. 389—395.

As far back as 85 years ago Vaso Pelagić, noted Yugoslav socialist fighter and tribune, was among the first to direct attention to the question of children's welfare and education, especially children of preschool age during times when parents were not able to provide this for them. Vaso Pelagić called these institutions kindergatens or "dečišta".

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He, as few other sociologists of his time, foresaw the great significance and role of these institutions and he sought to have them opened in all towns and villages. In his request he was decisive and categorical, explaining his position in the following way: "If we wish to lift our innocent children out of their ill-fated and in most cases completely unhealthy family living conditions... if we wish to regenerate them from the present mass of frail, whimsical, spoiled, nervous, dull, stunted, sickness-prone and laziness-disposed youth and teach them to be diligent, clever, serene, healthy, cheerful... sociable and honest — then let us build the most modern forms of kindergartens with bathrooms in all towns and villages". These words illustrate that V. Pelagić, in making his request, did not just have in mind family circumstances, he was also talking about conditions in which a child might be watched over and cared for the entire day, with special attention being given to health and education. Pelagić did not specifically mention the training of teachers, but he stated that they should be people who can relate to children as parents — "they must be parent, friend, brother", who are designated as teachers "which means specially trained, and must have a special apptitude and love for such work as well as a certain amount of experience. He also described their responsibilities. "They shall instruct and watch over the children during their games, conversations, recreation, jokes...", and he requested that teachers be familiar with the psychology of children so that they can be close to them, relate to them, be prepared to reply to their various demands and desires for knowledge, be also able to understand their world of games, their play. Furthermore, he requested that children be acquainted with certain teaching areas and elementary concepts within these areas. For Vaso Pelagić, the kindergarten was the first, initial and fundamental phase in the school system. In kindergarten, children learn elementary reading and writing skills and learn the basic numbers so that they are prepared to enter school which, according to his opinion, should be at age 10.

Pelagić paid much attention to the location where the kindergarten should be built. He said that it should be in pleasant and spacious surroundings, and that it should be "landscaped with plants of various sizes, as these are necessary for human life, be it for health, commerce, medicine or decoration". There should be large school grounds corresponding to a true "children's garden, with small parks full of greenery and flowers... and also plenty of sunshine". He likewise called for a "suitable bathroom and swimming pool for the children". As a tireless fighter for equality among humans and between sexes, he pointed out the importance of coeducation for boys and girls, with full

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equality between sexes which would gradually eliminate the boundary between men and women in other areas of life in the responsibilities that await them.

11. Zaključci Zajednice predškolskih ustanova SR Hrvatske (Conclusions of the Association of Preschool Institutions of Croatia). *Prosvjetni vjesnik*, Zagreb, 1967, year XX, No. 4, pp. 54—55. 54—55.

This Association was founded at an assembly held November 14 and 15, 1966 which was attended by representatives of all preschool institutions in the Republic of Croatia. During the sessions the conditions and problems of preschool education and preschool institutions in Croatia were discussed, and it was concluded that in this field there are many unsolved problems which have held development to a standstill. The causes of these problems were said to be:

1) Although the Constitution and other Federal and Republican laws have proclaimed that organized preschool educational activity is of special significance for society, there has been great divergency in actuality between principles proclaimed and principles carried out, the best illustration being that in Croatia there are only 16,524 children covered by organized preschool education while there are more than 290,000 children of preschool age who remain outside the preschool system. One cause is the fairly widespread social-compensational concept that preschool institutions are necessary mainly to accomodate socially neglected children and to provide care for children while their parents are at work. It is therefore necessary that the newly founded Association actively struggle to eliminate this misconception and continually point to the scientifically proven truth that it is too late if organized education does not begin until the children enter elementary school, and much is also lost in the advancement of society.

2) The Association of Preschool Institutions must energetically strive to execute plans for the development of a preschool network in Croatia. For example, plans called for doubling the number of children in these institutions and for constructing facilities for another 16,000 children by 1970; however, in the 1965—1966 school year, 6 preschool institutions were closed.

3) The Association should take it upon itself to, within the limit of its rights and possibilities, apply pressure to have those responsible follow the standards set by the authorities when constructing or renovating facilities for preschool education. At present, instead of having the prescribed minimum of 2 m^2 per child, the actual space per child ranges from 0.84 m^2 to an average of 1.5 m^2.

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4) Delegates at the Assembly requested that the new Law on Financing Education provide that the financing of preschool education be the responsibility of the associations of education and not simply state that this is a possibility, as was done in the first draft of the Law.
5) In considering problems related to the internal organization of preschool institutions, the delegates agreed that the possibility of integrating smaller institutions into larger autonomous ones should be studied, so that their work would become more effective. It was also concluded that the newly founded Association should concern itself with preschool classes which were within the organizational structure of elementary schools. Finally, it was concluded that the Association of Preschool Institutions should closely cooperate with the teacher training services. Since 3% of the staff are still unskilled in Croatian preschools, it was decided to cooperate with the Institute for the Advancement of Elementary Education of Croatia and formally appeal to the Republican authorities for financing and better conditions so that a special group for training preschool teachers could be founded in the Teachers' Academy in Zagreb.

12. Zakon o predškolskom vaspitanju i obrazovanju (The Law on Preschool Education), *Službeni glasnik Socijalističke Republike Srbije*, Beograd, 1973, No. 29, pp. 970—973.

This Law was passed by the Assembly of Serbia during the session of the Educational-Cultural Council of July 11, and the session of the Republican Council of July 13, 1973. It reformulates the character, tasks and main forms of preschool education The new Law has five Sections. Section I (which covers Art. 1—5), is titled "General Regulations", and it states in Art. 2 that the goal of preschool education is to provide the youngest generations with the necessary conditions for normal physical, intellectual, social, emotional and moral development and with an opportunity to successfully continue their education, in compliance with the general aims of education in a self-management socialist society. In the remaining Articles of this Section it is stated that a) preschool education, as a rule, is carried out in the mother tongue of the children, and b) the education is to be carried out in kindergartens, in groups for educating preschool age children within the elementary schools, or in other organized forms which deal with the education of children aged 3 up to the age they enter elementary school. Children in their upper preschool years who are not enrolled in kindergartens can be taught in specially formed groups within the elementary school structure. Founders of kindergartens can be various groups: socio-political com-

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munities, local communities, interest groups*) and work organizations, while the special school educational groups within the elementary school can be founded by the elementary school with the consent of the commune. Kindergartens have the right to form associations with other kindergartens, with elementary schools or with other interessted organizations for the purpose of advancing their work, promoting mutual cooperation or solving questions of mutual interest. These and other questions related to kindergartens and educational groups for preschool children within the elementary schools (for example, questions about conditions for establishing the schools, financial matters, administration, the organization of work, etc.) are elaborated in Articles 6—19 of Section II. Articles 20—23 are in Section III which is titled "Other Organized Forms of Preschool Education". Section IV (Art. 24—28) deals with the staff employed in these preschool institutions. Section V is titled "Temporary and Final Decrees", and it sets the terms and limits within which the preschool institutions must adapt their organization and activities to the new Law.

13. Zakon o predškolskom vaspitanju i obrazovanju (The Law on Preschool Education), *Službeni list Socijalističke Autonomne Pokrajine Kosova*, Priština, 1972 year XXVII, No. 39, pp. 1208—1210.

This Law was passed by the Assembly of the Socialist Autonomous Region of Kosovo during the session of the Regional Council held December 27 and the session of the Educational-Cultural Council held December 28, 1972. The total of 29 Articles of this Law regulate various questions related to the organization of preschool education in Kosovo. Art. 1 of the Law establishes that the education of preschool-age children is a socially organized activity of special interest for society. Preschool-age children are defined as being those children who have not yet entered elementary school. The aim of preschool education (as is pointed out in Art. 2) is to provide the youngest generations with the necessary conditions for normal physical, intellectual, social, emotional and moral development and an opportunity to successfully continue their education, in compliance with the general aims of education in a self-management socialist society. Articles 3 and 4 discuss the institutions and other possible forms in which preschool education is carried out, and describes their tasks, which consist of the following: 1) the organization of children's

*) Interest groups (interesne zajednice), under the new Constitution, are understood to be associations formed by those who carry out a given job, and groups who have an interest in that job.

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cultural entertainment, games and common activity to serve as a basis for further proper education; 2) to assist parents, above all, those who are employed, to care for and educate the children; 3) to cooperate with parents and give them professional guidance in the care and education of children, and 4) to help improve the environment surrounding the preschool institution, and cooperate with other institutions which have the same interests. Art. 5 reads: "Preschool education is to be carried out in the Albanian, Serbo-Croatian and Turkish languages. Those belonging to other peoples and nationalities of Yugoslavia have the right to be educated in their own language if they fulfill the conditions precribed in this Law and the standards for preschool education". Art. 6 is about the preschool education of retarded children. Art. 7 mentions the possibility of preschool institutions forming associations with other interested organizations, while Art. 8 covers the Bylaws of preschool institutions. The application of the general regulations and the supervision of this is the subjects of Art. 9 and 10, while Art. 11 regulates the financing of preschool institutions in the following way: the funds for the development of the material base are to be provided by the founder, while the costs of food and all-day care are to be paid by the parents or guardians of the children if there is no provision that these costs are to be borne by the founder. The program of educational work is to be determined by the preschool institution in accordance with the general outline drawn up by the Educational Council of Kosovo (Art. 12). The rights and responsibilities of the staff of preschool institutions, the recruitment of staff, etc. is regulated in Art. 13—16 and Art. 25 and 27. Those who may be founders, the conditions under which they can establish preschool institutions, and the beginning and termination of their work are delineated in Art. 26. Art. 22—24 and Art. 28 describe the bodies of administration of preschool institutions.

14. Zakon o predškolskom vaspitanju i obrazovanju (The Law on Preschool Education), *Službeni list Socijalističke Autonomne Pokrajine Vojvodine*, Novi Sad, 1972, Year XXVIII, No. 27, pp. 941—944.

The Assembly of the Socialist Autonomous Region of Vojvodina passed this Law at its session of December 27, 1972. This Law, which has 34 Articles, covers essential questions concerning preschool education in Vojvodina. The tasks of preschool education, as set forth in Art. 1, are the following: 1) To influence the formation of good health habits and the general physical development of children; 2) To influence the development of intellectual and other aptitu-

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des of children and enable them to attain an elementary knowledge of natural life and the work of people; to develop inquisitiveness and rich experience in children; 3) To influence the development of strong moral character, good work habits and basic habits of cultural and social behavior; 4) To develop creativity and an elementary sense of aesthetic appreciation; 5) To fulfill the needs of children for play and common activity, and 6) To prepare the children for elementary school, and to promote a continuity of education in cooperation with the elementary schools. Art. 3 states that preschool education is to be conducted in the languages of the peoples and nationalities, and, in principle, teaching is to be conducted in two languages. The parent or guardian is to decide in which language the child is to be taught. Art. 5 is important because it establishes that there are two educational programs in preschool institutions: one for children three years old or younger, and the other for children of ages 3 until entry into elementary school. The programs are to be drawn up by the Educational Council of Vojvodina. Art. 6 states that the education of preschool children is to be organized by age groups. By rule, the groups are to be formed of children who are the same number of years old. Children age 3 or younger cannot be placed in groups larger than 15, while groups of older children cannot be larger than 25. If children of different ages are placed in one group then the group cannot be larger than 10 for children 3 or younger, or 20 for the older children. Founders of preschool institutions can be communes, work organizations or other organizations (Art. 7) if they fulfill the requirements established by the Educational Council of Vojvodina. Professional staff in the preschool institutions include: teachers, health workers and professional counsellors (Art. 13). In later Articles (14—21) and Art. 33, the Law regulates questions regarding the recruitment of staff, their rights, responsibilities and working time. The teachers conduct the educational exercises, and they are responsible for carrying out the program of preschool education. Their working time consists of a maximum 30 hours per week of educational work with children, while recommendations are given for the distribution of the remaining working time. Health workers are responsible for the psychophysical development and health of the children. The professional counsellors in the preschool institutions are: pedagogues, psychologists and sociologists. The remaining Articles of the Law cover the following questions: Finance (Art. 22), and the participation of representatives of society*) in decision making and the business

*) Representatives of society are: parents and representatives of interested organizations and the commune within which the preschool institution is located.

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activity of the preschool institutions (Art. 24—26). Art. 32 sets forth the time limits within which the existing preschool institutions must make their activities conform with the new Law, and within which the Educational Council of Vojvodina must pass new regulations on staff, buildings and equipment of preschool institutions, and must draw up a new program of educational work.